WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation – Year 10 Australian Curriculum.

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students’ achievement.

Each portfolio comprises a collection of students’ work drawn from a range of assessment tasks. There is no pre-determined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.

THIS PORTFOLIO: YEAR 7 HISTORY

This portfolio provides the following student work samples:

Sample 1 Research report: Emperor of China
Sample 2 Description: Letter
Sample 3 Written response: Ancient Rome
Sample 4 Explanation: Religion in China

This portfolio of student work shows that the student can describe in general terms reasons for change and continuity over time in religion in China (WS4) and developments that led to change (WS3). The student describes events and developments from the perspective of different people who lived at the time, including Emperor Qin Shi Huangdi (WS1). The student provides some explanation of the role of groups and the significance of particular individuals in society, for example, peasants and emperors (WS1, WS2). The student identifies past events and developments that have been interpreted in different ways (WS3).
History

The student sequences some events and developments in China’s history within a chronological framework, using dating conventions to represent and measure time (WS1). When researching, the student develops questions to frame an historical inquiry into the life of Emperor Qin Shi Huangdi (WS1). The student identifies and selects a range of sources and locates, compares and uses information to answer inquiry questions (WS1, WS2). The student examines sources to explain the point of view of Emperor Qin Shi Huangdi (WS1). When interpreting sources, the student identifies their origin and purpose (WS1). The student develops texts, particularly descriptions (WS2) and explanations of how people lived in China (WS4), and the legacies of the ancient Romans (WS4). In developing these texts and organising and presenting their findings, the student uses historical terms and concepts, incorporates relevant sources, and acknowledges their sources of information (WS2, WS3).
Research report: Emperor of China

Year 7 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Summary of task

The student learnt about the social structure, family life, working life and role of religion within ancient China, including the exploration of different dynasties, emperors and the cause and nature of change in society. The focus for this task was on the Emperor Qin Shi Huangdi. The student learnt about methods of historical inquiry and the location of relevant sources.

The student undertook this task as part of their study of ancient China (Depth Study 3 – The Asian world).

The student was asked to:

- identify and locate relevant sources to gather historical information about Qin Shi Huangdi
- use their notes to create a timeline of Qin Shi Huangdi’s life and a written account of his contribution to ancient China which reflected their understanding of the important historical information
- include a bibliography of the main sources used.

The student was given three class lessons and three homework sessions to complete the task.
History

Research report: Emperor of China

Annotations

Provides simple details about a significant individual from China’s past.

Lists some reasons why Qin She Huangdi was significant in his time.

Locates information from sources.
Research report: Emperor of China

Annotations

Acknowledges sources used in answering questions.
Description: Letter

Year 7 History achievement standard

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Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Summary of task

The student learnt about the social structure, family life, working life and role of religion within ancient China, including the exploration of different dynasties, emperors and the cause and nature of change in society. The focus for this task was on the life of a peasant or a noble.

The student was asked to use sources to locate, compare and select information about a noble or a servant in relation to their housing, working life, clothing, recreation and family structure, and the role of women, trade and everyday living.

The student was given three class lessons and three homework sessions to complete the task.
Description: Letter

Dear Diary,

I am tired and that is because I work really hard. I am a peasant. I live in China in a small house. I live with my family and we work in rice fields but we don't get to really get money from our rice. Lucky I am a boy because we are more important than girls in China. I had a sister and she works for a nobleman because they have more money than us and I don't really see her. One day I heard that she saw the Emperor.

I am getting married soon to a girl I don't know and she will cook and make my clothes and work. I am not sure where we will live yet. She will have to cook for me two times a day and we will eat rice and vegetables and maybe some carp. Even though I work hard it is nice where I live it is very green from all the rice fields.

When I was at school I liked writing and I like to write in my diary in the night but paper and ink is very expensive but I want to get a better house and not work in the fields so I want to get better at writing.

Annotations

- Identifies that the life of a nobleman is superior to a peasant.
- Identifies three levels of social structure in ancient China.
- Uses sources to describe some aspects of the working and personal life of a peasant.
- Sustains the voice of the peasant throughout the text.
Written response: Ancient Rome

Year 7 History achievement standard

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Summary of task

The student learnt about ancient Rome (Depth Study 2) and the legacies for modern society. The student focused on the difference between primary and secondary sources and used them to learn about:

- the physical features of ancient Rome
- Roman technology: for example, building methods, architecture, aqueducts
- discoveries at Pompeii and what they reveal about ancient Rome.

The student was asked to write a response as an end-of-unit in-class response to the following two statements:

1. Explain the ways Romans contributed to our world today.
2. Explain whether or not this statement is true:

   ‘The Romans used and adapted their environment to make life easier. They invented technology and methods of building which were ahead of their time.’

The student was able to refer to their work from the term and their planning for the responses to the questions.
Written response: Ancient Rome

Essay
All water is one of the things they needed in town, so that’s why they built the aqueducts to travel water to the city and out of the city. An example for it would be fountains, the aqueducts made water go everywhere in the town.

They also had big buildings for important things like they had a fighting arena where they also had public baths for cleaning, plus public toilets, and they have defently got the Empire’s house.

This is very much true they did adapt the environment and they did make technology and buildings.

In there time they use to make there own concrete and they had all the ideas on stone. They also made some houses with thin walls but the Empire was thick so no one can hear.

The environment they adapted got cleared out before they could put all there housing in. They tried to remove the hills but they couldn’t so they just forgot about it and just built on top of them like for instance the aqueducts and the Empire’s house.

Annotations

Identifies a Roman legacy.

Identifies some aspects of Roman society, for example, arenas and public baths.

Describes innovations in ancient Rome that resulted in change.
Explanation: Religion in China

Year 7 History achievement standard

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Summary of task

Students investigated the depth study ‘China’ as part of their study of the ancient world. They were asked to select a feature of the society to investigate from a list provided, for example, ‘religion’, ‘contacts with other societies’, ‘everyday life’. Students were required to provide information about the reasons for change and continuity over time in relation to the feature chosen. The students completed the task over three one-hour lessons.
Explanation: Religion in China

Religion has played a big part in Chinese history. Its 4 main religions have been Taoist, Buddhism, Confucianism and Chinese folk religion even to this today.

Taoist and Buddhism date back to around 843-845 CE when Emperor Wu-Tsung shut down over 40,000 temples and shrines and 260,000 nuns and monks were returned to lay life.

Confucianism was strong around 1310.

Today in China religious beliefs are a lot more diverse because of time and other cultures around with their religions that Chinese people have now too.

Annotations

Identifies continuity in the key religions practised in China since the ancient period.

Makes reference to change and continuity in religion over time, for example, the time when Confucianism was strong.

Provides a reason for changes in the religious diversity in China, for example, the influence of other cultures.